

LIB 1125
6665

GLASGOW PROVINCIAL COMMITTEE FOR THE
TRAINING OF TEACHERS.

REPORT
ON
TRAINING COLLEGE SCHOOLS.

Their Place and Function in a Training Centre
for Teachers.

GLASGOW PROVINCIAL COMMITTEE FOR THE
TRAINING OF TEACHERS.

REPORT
ON
TRAINING COLLEGE SCHOOLS.

Their Place and Function in a Training Centre
for Teachers.

LB 1725
9695

SUMMARY.

1. The need for making practical training thoroughly efficient.

2. Practising Schools abroad—

(a) Horace Mann Schools, New York.

(b) Speyer School, New York.

(c) Chicago University School.

3. Practising Schools at home—

(a) Fielden Schools, Manchester.

(b) London County Council Training Schools.

4. Conclusions—

Three types of schools required—

(1) PRACTISING SCHOOLS—Where the conditions will be practically the same as students will meet with in after life.

These will be the ordinary public schools.

(2) DEMONSTRATION SCHOOL—Where the theory of the lecture room can be at once illustrated in the practice of the class room.

School or schools under direct authority of Training Committee.

(3) EXPERIMENTAL SCHOOL—Progress in every department directly proportionate to the number of well-directed experiments undertaken in it. So in Education.

Two main lines of enquiry—

(a) Problems relating to school administration, curriculum, and organisation.

(b) Problems relating to methods of teaching the different subjects.

School under direct authority of Training Committee.

Nov. 2, 1910.
M W MCK.

TRAINING COLLEGE SCHOOLS.

Their Place and Function in a Training Centre for Teachers.

THE arrangements for the practical training of students in Training Colleges seem, at present, to be in a transition stage both at home and abroad. The need for some change in existing conditions, for some re-adjustment of agencies to meet the educational position created by the abolition of the pupil teacher system, is generally recognised. The students coming forward for training in future will have much less teaching experience than in the past, though what they have got will have been obtained under conditions much more favourable to good work than ever before. But the time available for practical training is so limited that it is imperative that the work should be carried on under conditions that will give students the maximum of teaching opportunities in the short time available. How this can best be accomplished is the problem that faces us in common with the other Training Centres. There is little, either at home or abroad, in the way of direct experiment to help us, but a consideration of the particulars furnished below in regard to the newer type of Training College Schools, both in this country and America, should prove of service in determining the future development and character of our Training Schools.

TEACHERS' COLLEGE, COLUMBIA UNIVERSITY, NEW YORK.

Teachers' College, which is affiliated with Columbia University, may be regarded as the Education Faculty of the University, taking rank with the Faculties of Science, Law, and Medicine.

There are about 1,000 students in attendance. Many of these are Graduates of Columbia and other Universities, while the large majority of the others enter Teachers' College after completing a full Normal School course, and after a few years' experience of practical teaching. Hence, the necessity for practice in teaching is not so

pressing as in our Training Colleges. The practical training is obtained in Teachers' College Schools—

1. The Horace Mann Schools.
2. The Speyer School.

These schools have the following features in common :—

- (a) They are under the direction of a Superintendent, who is also the Professor of School Administration in Teachers' College.
- (b) The separate departments — High School, Elementary School, and Kindergarten—are each under the direct management of a Principal.
- (c) The Professors in the College are supervisors of their respective subjects in the school curriculum.
- (d) The curriculum and methods of instruction are laid down for each subject by a Committee, consisting of the relative Professor or Professors in the subject, the Schools Superintendent, and the Principal.

1. The Horace Mann Schools.

Kindergarten Department.

Elementary Department.

Secondary Department, or High School.

The attendance is about 1,100, distributed as follows:—100 in the Kindergarten, and 500 in each of the other departments.

PURPOSE OF THE SCHOOL.

(1) The school was originally founded to serve as a Practising School for Teachers' College students. Situated in the centre of a wealthy residential district, the school has attracted pupils of a high social status. Though the fee ranges from £5 per annum for the Kindergarten to £50 for the High School, there is never any lack of pupils. Indeed, there is always a large waiting list, so that the school is able to select its pupils. The notable success of the school has gradually altered its character. From being a Practising School where students received their clinical training, it has become a model school where little, if any, teaching is done by the student.

(2) To a limited extent it also serves as a Demonstration and Observation School, where the students may see in actual operation the theories and methods which have been discussed in the lecture

room. The active interest of the Professors in the school produces the most intimate connection between the theory and practice of teaching—a connection that is usually far enough remote in other Training Centres.

(3) A good deal of valuable experimental work is also carried on, particularly in regard to the educational value of different school subjects. The Horace Mann Schools may, however, now be regarded mainly as model schools in the best sense of the term, and as such they are probably the best staffed, equipped, and organised anywhere to be found. Their chief value to the students is that they set before them a high, yet, under favourable conditions, practicable standard of merit at which they can aim in their own life work.

Teachers' College has rendered notable service to Education by publishing a full record of the various experiments in curriculum, &c., and of the actual methods adopted in class teaching carried on in the Horace Mann School. During the past few years a series of reports has been issued, giving in detail the working schemes for teaching every stage of every subject from the lowest to the highest class. In addition, the College issues every year, in book form, the results of researches by the Professors and advanced students of the College in the History and Philosophy of Education, in Educational Psychology, in Educational Administration, and in related fields. These publications are doing much to shape and direct educational opinion in America at the present time.

2. The Speyer School.

This school is built in the centre of a poor district, but not very far from Teachers' College. Education is free throughout. There are about 300 pupils in the school. The number of pupils in each class is only 20.

PURPOSE OF THE SCHOOL.

Two main purposes are kept in view throughout—

(1) The school is meant to furnish the necessary practice in teaching to students in Teachers' College. In this respect it takes the place the Horace Mann Schools were originally meant to fill.

The chief point to note in regard to the practice in teaching is, that it is of a thoroughly testing character. The students are made directly responsible for results. The regulations for the practical training are given in full detail in one of the publications

of Teachers' College, and might prove of interest and help to the Method staff in our own Provincial College.

(2) The school is also an Experimental Centre, and every facility is afforded graduate students for any research work they may wish to undertake. Both this school and Horace Mann Schools lay special stress upon the importance and necessity of giving full scope to the activities of the child. Hence, subjects such as Manual Training, Art, Nature Study, and Physical Exercises play a prominent part in the curriculum. Both schools, too, claim to have proved experimentally that this can be done without any falling away in the older subjects of school study.

CHICAGO UNIVERSITY.

Professor Dewey's Experimental School.

This school was founded by Professor Dewey on the model of that of Professor Rein at Jena, but Professor Dewey has developed it on lines largely original. The curriculum and methods followed involve a considerable break with accepted practice, as may be gathered from Professor Dewey's own statement of the school aims:—

“When the school was started there were certain ideas in mind—perhaps it would be better to say questions and problems; certain problems which it seemed worth while to test. . . . We started on the whole with four such questions or problems—

(1) “What can be done, and how can it be done, to bring the school into closer relation to home and neighbourhood life—instead of having the school a place where the child comes solely to learn certain lessons?

(2) “What can be done in the way of introducing subject-matter in History and Science and Art that shall have a positive value and real significance in the child's own life: that shall represent, even to the youngest children, something worthy of attainment in skill or knowledge, as much so to the little pupil as are the studies of the High School or College student to him?

(3) “How can instruction in the formal symbolic branches—mastering of the ability to read, write, and use figures intelligently—be carried on with everyday experience and occupation as their background, and in definite relation to other studies of more inherent content; and be carried on in such a way that the child shall feel

their necessity through their connection with subjects that appeal to him on their own account?

(4) "Individual attention.

"The aim of the school, then, is to find out, by trying, and by doing—not by discussing and theorising—*whether* these problems may be worked out, and *how* they may be worked out."

MANCHESTER UNIVERSITY.

Fielden Schools.

Kindergarten School.

Primary School.

Upper School.

These schools are managed by Trustees representative of the University, the Local Education Authority, and the parents of scholars in attendance at the schools. A small fee (1s. 6d. per week) is charged, and there is no lack of pupils. The Director of Education is the Fielden Professor of Education in the University. The Lecturers and Demonstrators in the Faculty of Education take an active share in the work of the schools. Together with the Director and the Headmaster they determine the curriculum and methods to be followed in the schools.

The students in the Education Faculty are of two classes—undergraduate students and post-graduate students. The University, in addition to the recognised degrees, grants a Diploma in Education to students who complete a satisfactory course of training.

These students are sent out for some weeks at a time to gain practical experience in the ordinary public schools of the city. While the Method staff of the University exercise some oversight over the students' work in these schools, the main control necessarily devolves upon the Principal and class teacher of such schools.

The Fielden Schools are auxiliary to these. Professor Findlay, the Director of Schools and Professor of Education, is emphatic that the public schools alone are not sufficient for the practical needs of the students. It is imperative, he thinks, that every Training Centre should have a school or schools under its own direct control, to serve as Demonstration and Practising Schools. School children and their teachers—the Professors, Lecturers, and Demonstrators—should all be close at hand if proper collaboration is to result. The theories of teaching in the lecture room should grow directly out of the practice, just as in a hospital or a chemical

laboratory. The special function of such a school, which may be termed a Demonstration School, should be to afford a workshop for lecturers and students with an intimacy and thoroughness that cannot be allowed in the ordinary public school.

It should be noted that the Fielden Schools really aim at fulfilling three functions—

- (1) Practising School for students ;
- (2) Demonstration School, where the best methods can be shown in actual operation under the best conditions ;
- (3) Experimental School, where investigations may be carried on in regard to current educational problems.

Demonstration and practice go naturally together, but the combination of these two with an Experimental School seems bound to re-act unfavourably on one or other.

The curriculum of a Demonstration School should be based on that prescribed for the ordinary public schools, and the general conditions under which work is carried on should not be far removed from those obtaining in such public schools. Perfect freedom should be allowed in the matter of organisation, schemes of work, and general methods, but otherwise the Demonstration School should approximate to the public school as closely as possible. Only thus can it serve as a genuine training ground for young teachers.

An Experimental School, on the other hand, would have its purpose defeated if restricted to the ordinary curriculum. One of its functions is to test the educational values of different subjects, and, to do so, liberty must be given to omit some subjects and to concentrate on others. While not, therefore, questioning the value and importance of the experimental work done in the Fielden Schools, we venture to point out that the more successful they are in this direction, the less adequately can they fulfil their function as Demonstration and Practising Schools, and *vice versa*.

LONDON COUNTY COUNCIL TRAINING COLLEGES.

The arrangements for practical training are still in the tentative stage, but are likely to crystallise finally in the following form :—

- (1) Part of the practical teaching to be obtained in the ordinary public schools—the work to be supervised by the Training College staff.
- (2) Demonstration School (or Schools, according to the size of the College), which is to be under the control of the

Training College and supervised by its teaching staff. The Headmaster or Headmistress of the school is to be regarded as a member of the College staff. The organisation, schemes of work, and time-tables will be arranged by the College staff—the Head Teacher, of course, being an important member of this Committee.

CONCLUSIONS.

After careful consideration of the whole question, and in the light of the investigations they have made, the Committee have come to the conclusion that three types of school are necessary in connection with the combined interests of the training of teachers and the study of Education. These are—

- (1) Practising Schools.
- (2) Demonstration Schools.
- (3) Experimental Schools.

(1) Practising Schools.

These would be the best of the ordinary public schools, to which students would be admitted for practice under supervision. This entails no change in present practice, but it might be possible to systematise this part of the training to a greater extent than at present. The great disadvantage of the ordinary school as the practice ground for the young teacher is that it offers no adequate guarantee of co-relation between theory and practice. Though much can be done in this direction by conferences between the Method staff and the Masters of the Practising Schools, there is always bound to be a certain degree of loose articulation between the two. Hence the need for Demonstration Schools.

(2) Demonstration Schools.

These, as has already been pointed out, should be under the direct control of the Training College Authorities. They should be subject to the Code Regulations of the Education Department, and to inspection by its officers, just as the other schools; but in regard to schemes of work, time-table, and methods, they should have the fullest liberty. One of their main functions, indeed, would be to illustrate new methods for which the ordinary schools are not yet ready. The Lecturers on Education and the Masters of Method should take an active part in directing and supervising the work of the schools. The schemes of work, the time-table, and the methods in

use should be determined by them in conference with the Headmasters and responsible teachers of the schools. This would secure, as nothing else could, the necessary co-relation between lecture room theory and school practice. Such Demonstration Schools, staffed with specially selected teachers and equipped with all necessary apparatus, should also serve as model schools where the governing principles, the methods, and the results would represent all that was best in the educational practice of the day.

Finally, as Professor Findlay has pointed out, "These Demonstration Schools would furnish a workshop for lecturers and students with an intimacy and thoroughness that cannot be allowed in the ordinary schools." "To convince young teachers of the results of approved methods, facilities for observing or for demonstrating these at any stage in the development of a subject are essential, and such facilities can only be got in a school entirely under the control of the Committee."—*Report for 1907-08 by Mr. McCallum, Master of Method.*

(3) Experimental Schools.

There is a growing agreement among educational experts that an Experimental School is an indispensable institution in any complete organisation for the training of teachers. In the Demonstration School the future teacher has the opportunity of seeing the best accepted methods being carried out in a more complete and systematic form than he can see them in any but the most exceptional schools; and it is very important that he should have such models for imitation. But one who has only learned to imitate, even when the methods he imitates are the accepted best, is imperfectly trained for the work of the teacher. The Experimental School, properly conducted, is calculated to give that openness of mind to new views, and the power of adaptation to changing conditions, which is the necessary complement of the training got in the Demonstration School.

It is a further advantage that the work of such a school would give the Lecturers and the Masters of Method, who are responsible for the training of teachers, the necessary opportunities for the practical study of educational problems. No University or College teachers can afford to become mere teachers and neglect personal research in the subjects they profess; least of all, the teachers of teachers. With an Experimental School, in the working of which they had some personal part, this danger would largely disappear, and it would cease to be a reproach to our educational theorists

that they alone among specialists contribute little or nothing to the advance of their own science. Further, as an important incident of the work, there might result from the original research of the teaching staff, experience that would be of very great service in solving the more pressing of our educational problems. Educational thought and practice have been in a state of continual change during the last decade or two, and the end is not yet. It is not too much to say that, if there had been one or two Experimental Schools in Scotland during the last ten or fifteen years, a considerable waste of energy and of public money might have been avoided, and the general progress of Scottish Education would have been both steadier and surer. As things have been, the experimental work has been done at the expense of the ordinary schools, ill-fitted as they are in many ways for such experiment. Proper Experimental Schools of the kind suggested, with special facilities for testing new methods, would certainly have saved the ordinary schools from the necessity of this wasteful experiment.

Accepting the principle that the experimental work of the school should be in more or less obvious relation to the work going on in the ordinary school, two main lines of enquiry might be followed—

I.—Problems relating to School Administration, Curriculum, and Organisation—such as—

- (a) Principles of classification (the value of age as a basis of classification: the best methods of grouping pupils for instruction in the different subjects, &c.)
- (b) The facts about fatigue effects both in pupils and teachers (work of the greatest importance not hitherto done for Scotland at all, and imperfectly done anywhere: a fundamental enquiry in school hygiene).
- (c) Arising out of the fatigue enquiries, enquiries as to the best arrangement of the school day, with respect to—
(1) The order of subjects; (2) Length of lesson periods and of intervals; (3) The best employments for forenoon and afternoon sessions. In all these matters, concurrent experiments would need to be made in the ordinary schools.
- (d) The educational value of the various subjects in the ordinary curriculum. It might be possible to arrive at a standard of values that would be of material service in determining the *necessary* subjects in a school curriculum.

II.—Problems relating to the Methods of Teaching the different Subjects.

We are still far from knowing the best methods of teaching almost any of the school subjects. For example, we are still groping after the way to teach the mother tongue effectively, and it will take prolonged research to establish the best methods. In History and many other subjects there is the same uncertainty. Experiments like those of Mrs. Sheldon Barnes ("Studies in Historical Method") need to be repeated and varied, and, above all, applied in actual work of teaching. An Experimental School, acting perhaps in conjunction with the Demonstration School and using the methods of Child Study, would be of very great service to the teachers and schools of Scotland.

It is scarcely possible to do more than suggest the general character of an Experimental School of the kind needed for our purposes in Glasgow. One or two points may, however, be noted—

- (1) While there is no reason why such a school should not include pupils from the Kindergarten stage up to the end of a full Secondary course, it would probably be found sufficient for all practical purposes to limit it to the Elementary stages. If the pupils at the age of 12 or 13 were expected to be presented for the Qualifying Examination—a requirement in no way incompatible with perfect liberty in organisation at all preceding stages—there would be ample guarantee both to parents and to the public that the children were not suffering in any way by the departure from the accepted course that experimental work might entail.
- (2) The classes should be small—certainly not more than 25 or 30 pupils in one class.
- (3) For some purposes it might be well to have two classes in each school year at much the same level of advancement. Comparisons and control experiments are most easily made between two sets approximately equal in general standing. If this were done, the total number of pupils in the school would be about 400—two groups of 25 in each of the eight years from 5 to 13.

Objections to Experimental Schools.

It has been said again and again—generally by those ignorant of the actual methods of such schools—that the pupils will suffer through being exploited in the interests of research. The criticism is

identical with that which is commonly made with regard to infirmaries connected with a Medical School. Even if it be granted that at times the interests of the individuals are not quite the same as those of the experimenters, the possibility of resulting evils can be reduced to a minimum by proper organisation. It will be generally admitted that the best infirmaries are those joined on for experimental work to the Medical Schools, and there is every reason to believe that it would be so also with Education. The experience of Experimental Schools in America, Germany, and this country supports this view. In these there is always to be found a sufficiency of pupils whose parents belong to a class well qualified to discriminate between what is in the interests of their children and what is not. They show their faith in the education that is being given by sending one child after another to those schools and by paying substantial fees for this experimental education. The fact is that every intelligent teacher is an experimenter in the sense that he is always making new discoveries regarding the phenomena of child nature, and is constantly re-adjusting his methods in the light of riper experience. So also every good school is an Experimental School, ever seeking new foundations for its educational practice.

In the Experimental School proper all this will be done under ideal conditions and on a scientific basis. As Professor Dewey has said, "The experiments will be *for* the child, not *with* the child."

In such a school both those responsible for the lines of work pursued and those actually engaged in teaching would be picked men and women, whose personal influence would generally be such as to guarantee a satisfactory education for the pupils, whatever the subjects taught or the methods followed.

Further, the careful preparation of work and the constant activity of mind, which are the preconditions of good experimental work, ensure vitality in the teaching to a degree necessarily limited in ordinary school practice, where the teacher is following a well-trodden path. Finally, and most important of all, the experiments most worth conducting do not, or at any rate need not, involve any considerable departure from ordinary practice. Experimental Schools with revolutionary methods are not likely to be taken as models by those who regard the Experimental School, not as a detached institution for testing doctrinaire theories, but as an organic part of the educational system of the nation. In all probability the temptation of those responsible for an Experimental School in this country would be to err on the side of a too close approximation to the ordinary conditions rather than to depart too far from them.

It is obvious, however, that the character of the schools to be attached to Training Centres in this country can be determined only after consultation with the Education Department; but, meanwhile, it is satisfactory to note that Dr. Struthers, when discussing the curriculum with the Joint Committee in November, 1907, indicated the desirability of having a school at the entire disposal of the Provincial Committees for carrying out experiments in the methods of teaching.

The Special Sub-Committee charged with the duty of preparing this report desire to acknowledge their indebtedness to Dean Russell, Teachers' College, Columbia University, U.S.A.; Professor John Adams, Principal of the London Day Training College; and Professor Mark Wright, Armstrong College, Newcastle. They also wish to express their obligations to Mr. A. M. Williams, Rector, Training College; Mr. Hugh M'Callum, Master of Method; Mr. William Boyd, Lecturer on Education, Glasgow University; and to Dr. Henry J. Watt, Lecturer on Psychology, who have been consulted throughout, and who are in entire agreement with the conclusions arrived at.

D. MACGILLIVRAY.

D. M. WILSON.

**Publications that have been consulted in preparing the
Report.**

TEACHERS' COLLEGE RECORDS—A series of valuable publications bearing on the work carried on in the Horace Mann and Speyer Schools. (Columbia University Press.)

THE DEMONSTRATION SCHOOLS RECORD — Edited by Professor Findlay. (Manchester Press.)

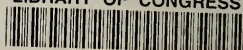
SADLER'S REPORTS—Vol. XI.

SCHOOL AND SOCIETY—By Professor Dewey. (King & Son, London.)

THE SCHOOL AND THE CHILD—By Professor Dewey. (Blackie & Son.)

THE STUDY OF EDUCATION—By J. A. Findlay. (Sadler's Reports. Vol. II.)

LIBRARY OF CONGRESS



0 022 158 827 7